



## Carver-Lyon Elementary

2100 Waverly Street  
Columbia, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	344 Students	
<b>Principal</b>	Dr. Dorothy D. Gallman	803-343-2900
<b>Superintendent</b>	Dr. Percy Mack	803-231-7500
<b>Board Chair</b>	Wendy Brawley	803-231-7556

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>At-Risk</b>	<b>Below Average</b>
2007	At-Risk	Below Average
2006	At-Risk	At-Risk
2005	Below Average	Good
2004	Below Average	Below Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

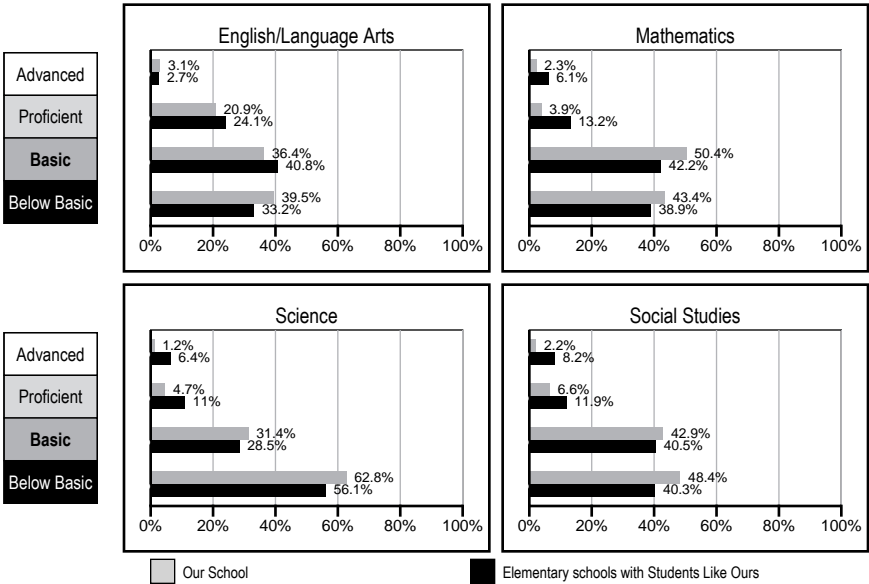
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	4	34	49

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=344)</b>				
First graders who attended full-day kindergarten	96.9%	Down from 100.0%	100.0%	100.0%
Retention rate	1.9%	Down from 2.6%	3.1%	2.3%
Attendance rate	95.3%	Up from 94.5%	96.0%	96.3%
Eligible for gifted and talented	0.6%	Down from 2.8%	2.5%	10.4%
With disabilities other than speech	7.5%	Down from 9.5%	7.6%	7.5%
Older than usual for grade	1.2%	No Change	1.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
<b>Teachers (n=37)</b>				
Teachers with advanced degrees	59.5%	No Change	52.9%	56.7%
Continuing contract teachers	56.8%	Up from 48.6%	66.7%	77.3%
Teachers with emergency or provisional certificates	3.7%	Down from 8.3%	0.0%	0.0%
Teachers returning from previous year	80.5%	Up from 77.8%	81.4%	86.4%
Teacher attendance rate	94.2%	Down from 95.0%	95.0%	94.9%
Average teacher salary	\$45,870	Up 6.5%	\$43,557	\$45,345
Professional development days/teacher	12.5 days	Down from 17.2 days	13.5 days	12.6 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	12.9 to 1	Up from 9.8 to 1	16.1 to 1	18.5 to 1
Prime instructional time	85.7%	Down from 86.1%	89.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 85.2%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$11,170	Down 3.1%	\$8,417	\$7,052
Percent of expenditures for instruction*	63.0%	Up from 61.3%	68.5%	69.1%
Percent of expenditures for teacher salaries*	59.8%	Up from 57.4%	60.6%	64.2%

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Carver-Lyon Elementary serves a student population of approximately 365 in pre-kindergarten through fifth grade. Centrally located in the city, the strong support from the school community has been a vital asset. The surrounding businesses and organizations play an integral part in the educational and social development of our students. As a result, the central focus of our mission is geared toward making a positive and meaningful difference in the lives of our students by providing lifelong learning to become productive citizens.

Our primary goals include addressing the identified needs of the students, as derived from various informal and formal assessment tools. The opportunity to be the recipient of the Arts in Basic Curriculum (ABC) grant allows the school to offer a learning environment that promotes and integrates the arts to enhance cultural awareness and a motivational tool to gain academic success. Carver-Lyon also jointly received a grant with W.A. Perry Middle School and the Challenger Center to establish a fifth grade academy to focus on aerospace education.

One of the most important school-wide goals is to increase academic achievement in core content areas by identifying the needs of individual learners through frequent analysis of assessment data. The structure of the curriculum provides opportunities for teacher collaboration through participation in literacy study sessions, grade level and vertical articulation planning, professional development, and continuation of the K-3 balanced literacy approach as practiced being a former Reading First school. As a result of these initiatives, there was a significant increase in the number of third-graders scoring Proficient in ELA on the 2007 PACT assessment.

Operating as a Title I elementary school requires the development of a comprehensive school-wide action plan for increased student achievement. Funding provides for the following: staffing to decrease student/teacher ratio, continuous professional development for teachers, allocation of a variety of resources and materials to support classroom instruction, and a structured parent involvement policy. The school works in a collaborative manner with the Title I department to provide the most meaningful services and resources to support our students. Carver-Lyon has fully equipped science and math labs, state-of-the-art technology equipment, and a literacy room to provide leveled texts and a data assessment wall to track the progress of students.

The school seeks to raise our standards to enhance the opportunities for all of our students to meet or exceed competency levels in core subject areas. Obtaining an increased percentage of students scoring Proficient or Advanced in subject areas is one of our goals that we are making a focused effort to meet. We celebrated a number of successes and recognitions this school year such as having a teacher named finalist for 2008-09 District Teacher of the Year, principal named recipient of 2008 Stevenson Award of Excellence, and school recognition by City Council for the MLK Food Drive Community Service Project. Our school fosters a continuous plan to inspire students to gain academic excellence.

Dr. Dorothy D. Gallman, Principal

Ms. Erika D. Salley, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	50	36
Percent satisfied with learning environment	69.7%	80.0%	77.1%
Percent satisfied with social and physical environment	75.8%	76.0%	75.0%
Percent satisfied with school-home relations	53.1%	82.0%	73.5%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

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School Adequate Yearly Progress

NO

This school met 10 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

Continuing School Improvement

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	14.3%	0.0%	No
Student attendance rate	95.3%	94.0%	Yes

\* Or greater than last year

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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### English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	158	99.4	39.5	36.4	20.9	3.1	38	41.2	48.2	Yes	Yes
Gender											
Male	86	98.8	52.9	32.9	12.9	1.4	28.6	35	41.7	N/A	N/A
Female	72	100	23.7	40.7	30.5	5.1	49.2	47.5	55	N/A	N/A
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	73	60	I/S	I/S
African American	157	99.4	39.1	36.7	21.1	3.1	38.3	33.3	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	77.6	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	33	97	88	12	0	0	0	14.1	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.2	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	149	99.3	38.5	38.5	20.5	2.5	37.7	31.2	34	Yes	Yes

### Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	158	99.4	43.4	50.4	3.9	2.3	20.2	34.9	45.8	No	Yes
Gender											
Male	86	98.8	44.3	45.7	5.7	4.3	20	33.8	45.6	N/A	N/A
Female	72	100	42.4	55.9	1.7	0	20.3	35.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2	59	I/S	I/S
African American	157	99.4	43	50.8	3.9	2.3	20.3	25.8	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.6	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	37.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	33	97	72	24	4	0	4	12.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.2	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.3	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	149	99.3	42.6	50.8	4.1	2.5	20.5	24.6	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

#### Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	108	100	62.8	31.4	4.7	1.2	5.8	25.3	35.7	95.3	96.1
Gender											
Male	52	100	66.7	23.8	7.1	2.4	9.5	26	37.4	95.2	95.8
Female	56	100	59.1	38.6	2.3	0	2.3	24.6	33.8	95.5	96.3
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	61.9	49.2	99.6	96.3
African American	107	100	62.4	31.8	4.7	1.2	5.9	16.4	17	95.4	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.8	58	N/A	96
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25.7	24.9	N/A	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.6
Disability Status											
Disabled	21	100	88.2	5.9	5.9	0	5.9	8.9	14	96	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	21.9	N/A	96.9
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25.2	24.4	89.3	96.7
Socio-Economic Status											
Subsided meals	103	100	62.2	31.7	4.9	1.2	6.1	15.1	21.1	95.4	95.8

Social Studies

All Students	107	100	48.4	42.9	6.6	2.2	8.8	27.2	34	95.3	96.1
Gender											
Male	64	100	50.9	41.5	5.7	1.9	7.5	28.1	36.6	95.2	95.8
Female	43	100	44.7	44.7	7.9	2.6	10.5	26.2	31.3	95.5	96.3
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	60.9	44.5	99.6	96.3
African American	107	100	48.4	42.9	6.6	2.2	8.8	18.2	19.1	95.4	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.9	58.9	N/A	96
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	N/A	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.6
Disability Status											
Disabled	23	100	70.6	23.5	0	5.9	5.9	9.7	14.4	96	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.7	22.6	N/A	96.9
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	89.3	96.7
Socio-Economic Status											
Subsided meals	99	100	47.1	45.9	4.7	2.4	7.1	16.8	21	95.4	95.8

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	55	100	19.1	36.2	44.7	0	44.7
	4	59	98.3	45.1	43.1	11.8	0	11.8
	5	56	100	60.9	23.9	15.2	0	15.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	50	98	28.2	35.9	25.6	10.3	35.9
	4	58	100	39.6	29.2	31.3	0	31.3
	5	50	100	50	45.2	4.8	0	4.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	55	100	34	59.6	6.4	0	6.4
	4	59	100	65.4	25	9.6	0	9.6
	5	56	100	50	39.1	8.7	2.2	10.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	50	98	35.9	61.5	0	2.6	2.6
	4	58	100	45.8	45.8	4.2	4.2	8.3
	5	50	100	47.6	45.2	7.1	0	7.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	28	100	81.8	18.2	0	0	0
	4	59	100	76.9	23.1	0	0	0
	5	29	100	70.8	16.7	8.3	4.2	12.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	25	100	36.8	57.9	5.3	0	5.3
	4	58	100	66.7	27.1	4.2	2.1	6.3
	5	25	100	78.9	15.8	5.3	0	5.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	26	100	24	60	16	0	16
	4	59	100	57.7	38.5	3.8	0	3.8
	5	27	100	72.7	27.3	0	0	0
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	24	100	45	40	15	0	15
	4	58	100	41.7	50	4.2	4.2	8.3
	5	25	100	65.2	30.4	4.3	0	4.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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N/AV–Not Available

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